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This pamphlet describes the Distinguished Achievement Awards of The American Association of Colleges for Teacher Education which were conceived in 1965 as an annual event to encourage member colleges and universities to describe their successful programs and, in turn, to stimulate other institutions to greater action. Presented in the first half of the pamphlet are the 1969 awards recipients and descriptions of their programs. The Distinguished Achievement Award recipient was the University of Connecticut for its program, Educating Teachers for the City (see SP 002 015), which features confrontation with and immersion in the realities of a metropolitan area with the ghetto providing 90 percent of the educational environment and the formal seminar providing 10 percent. Other institutions receiving awards for distinguished achievement were Concordia Teachers College, Nebraska; Chadron State College, Nebraska; College of Saint Scholastica, Minnesota; and Indiana University. Those receiving special recognition were National College of Education, Illinois; Fordham University, New York; Our Lady of the Lake College, Texas; Temple University, Pennsylvania; State University College of Arts and Sciences, New York; and Indiana State University. The second half of the pamphlet consists of brief descriptions of each entry (a total of 84) in the 1969 awards program. Also included is the entry schedule for the 1970 program. (SM)

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EXCELLENCE IN TEACHER EDUCATION 1969

DISTINGUISHED ACHIEVEMENT AWARDS—OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

aacte

1201 Sixteenth Street, N.W. — Washington, D.C. 20036

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOR TEACHER EDUCATION
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ENCOURAGEMENT OF EXCELLENCE

THE encouragement of excellence in collegiate programs of teacher education has always been viewed as the central purpose of the American Association of Colleges for Teacher Education. Much of the AACTE program has been devoted to encouraging improvements in teacher education programs to the benefit of member colleges and universities and their students. However, experience has clearly shown that the progress which has marked a significant segment of American teacher education has not been widely shared either within the profession itself or with the public at large.

The Distinguished Achievement Awards for Excellence in Teacher Education were established as an annual event in 1965. The program was conceived as an encouragement for member colleges and universities to describe their successful programs and, in turn, to stimulate other institutions to greater action. This booklet describes the 1969 Distinguished Achievement Awards recipients as well as those programs deemed by the judges to be worthy of Special Recognition. Under the section of the brochure entitled Participating Institutional Programs are brief descriptions of each entry in the 1969 Awards program, listed alphabetically.

The American Association of Colleges for Teacher Education is proud of the quality and variety of programs of teacher education identified in this publication. It is hoped that the colleges and universities receiving the Distinguished Achievement Awards, as well as others who participated in this national effort, will encourage further improvements in colleges and universities and that this program will serve to reassure the American people regarding the quality of preparation being provided prospective teachers.

The reports of the Award recipients and the other entries provide concrete evidence of the vigor and vitality of the large segment of American higher education comprising the membership of this Association. The variety of teacher education programs represented is consistent with the AACTE's longstanding conviction that the strength of American teacher education is reinforced by its diversity of offerings.

The American Association of Colleges for Teacher Education is deeply indebted to each participating college and university and its faculty, staff, and students for making this annual Distinguished Achievement Awards program possible.

PANEL OF JUDGES

The 1969 Distinguished Achievement Awards Panel of Judges included (seated, left to right) Edmund J. Cain, AACTE Institutional Representative, and dean, College of Education, University of Nevada; Russell A. Strong (chairman), chairman, AACTE Committee on Public Relations and Publications, and director of public information, Davidson College; (standing, left to right) Gordon H. Tubbs, director of instructional technology markets development, Eastman Kodak Company; Van Cleve Morris, professor of education, University of Illinois at Chicago Circle; and Walter J. Mars, AACTE associate secretary. Not pictured: Robert F. Topp, member, AACTE Executive Committee, and dean, College of Education, Northern Illinois University.

THE DISTINGUISHED ACHIEVEMENT AWARD

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THE UNIVERSITY OF CONNECTICUT

STORRS, CONNECTICUT

HOMER D. BABBIDGE, JR., PRESIDENT
WILLIAM H. ROE, DEAN, SCHOOL OF EDUCATION

EDUCATING TEACHERS FOR THE CITY
A. J. PAPPANIKOU, DIRECTOR

THE DISTINGUISHED ACHIEVEMENT AWARD for Excellence in Teacher Education of The American Association of Colleges for Teacher Education for 1969 is presented to the University of Connecticut for the development and implementation of the program, Educating Teachers for the City.

This program features face-to-face confrontation with and immersion in the realities of a metropolitan area. The ghetto area provides ninety percent of the educational environment, while ten percent is provided by the formal seminar. The former involves observation, dialogue, interview, and teaching; the latter revolves around formal instruction.

Unique features of this program include (a) full-time, qualified lecturers representative of the ghetto's informal power structure, who introduce and translate to students the sociological and psychological realities of the ghetto and who serve to articulate and interpret the styles, perceptions, and reactions of the families and people to the students; (b) cooperative investments of time and money by local school districts, the State Department of Education, and the university without outside funding precipitated by the ultimate benefits to inner-city education; (c) contact with the inner-city way of thinking, achieved by on-site residence during the entire program under the general supervision of a housemother-counselor who is a ghetto resident, and a program characterized by discussion and analysis of in-the-street education with inner-city leaders and representatives of community organizations, homes, and neighborhood establishments; and (d) replacement of the traditional lecture-text-examples approach to methods instruction in the campus classroom by on-site methods instruction dealing with real people, problems, materials, and situations.

Evaluation indicates that this program is successful in providing an opportunity to participate in the social problems of the city and to appreciate the complexity of metropolitan educational problems.

FOR DISTINGUISHED ACHIEVEMENT

CONCORDIA
TEACHERS COLLEGE
SEWARD, NEBRASKA

W. THEOPHIL JANZOW, PRESIDENT
in concurrence with HERMAN GLAESS
PROJECT DIRECTOR

Recognition is given to Concordia Teachers College for its Development of Teaching Potential Through Human Interaction Program. This program is designed to provide a number of in-depth, positive interpersonal relationships beginning in the freshman year and lasting through the four years of college. Constructive relationships are established and fostered between the participating student and his peer group, as well as with his instructor. The sphere of relationships expands throughout the program to include an elementary school child and possibly a high school student, a junior high pupil, an emotionally retarded child in a residential home, or a pupil in a special education class. The program has identified specific behavioral objectives for all involved. Built on the premise that a teacher who possesses a realistic but high degree of self-esteem will be better able to cope with the many pressures and frustrations of teaching, this project has succeeded in making professional education courses more meaningful to the college student. Participants who have been through two or three years of the program face their student teaching experience with more confidence and creativity. Formal evaluation of the project will be available in July 1969. Private donations from parents of the students and parents of pupils taught by former participants in the project have met budget needs and give indication of the parents' evaluation of this added teacher education experience.

CHADRON STATE COLLEGE
CHADRON, NEBRASKA

EDWIN C. NELSON, PRESIDENT
in concurrence with HAROLD H. KOCH
CHAIRMAN, DIVISION OF EDUCATION

Recognition is given to Chadron State College for its program, Meeting the Challenge of Problems in Education Through a Cooperative Approach. Challenged by the remarks of Dr. Felix Robb in his 1968 AACTE Charles W. Hunt Lecture, the administration of the college contracted for the educational management of a local public school district for a period of one year. The program is designed to more effectively train teachers, administrators, and other school personnel enrolled in the education program at the college and, at the same time, to improve the educational opportunities of the student population of the local school system. The college designated the chairman of the Division of Education as the staff member who would serve as superintendent of schools. Working closely with the local Board of Education and selected administrative interns, the current school year was planned. Included in these plans are (a) college conducted in-service workshops for elementary and secondary faculty members and college staff who work directly with classroom teachers and pupils; (b) undergraduate students in elementary education who serve as part-time aides in elementary classrooms; and (c) students enrolled in graduate courses who use local schools for meaningful experiences. Selected administrative trainees are serving as the secondary school principal and administrative assistant to the superintendent and are deeply involved in the selection of instructional staff and in instructional plans, facilities improvement, and budget development.

COLLEGE OF
SAINT SCHOLASTICA
DULUTH, MINNESOTA

SISTER MARY RICHARD BOO, PRESIDENT
in concurrence with PHILIP H. RICHARDS
CHAIRMAN, DEPARTMENT OF EDUCATION

Recognition is given to the College of Saint Scholastica for its Project Criterion in Teacher Preparation. Conceived in 1966, formulated and made operational in 1967, this project implements individualized instruction through a series of "instructional projects" for each professional course. These courses are nongraded in concept; students work at their own pace using a multimedia reference center. College faculty members are freed from traditional lecture sessions to concentrate on individual requirements for students and to prepare and revise instructional projects. The program is characterized by a three-pronged approach: (a) Professional competency is achieved by the accomplishment of stated performance objectives which describe learning in terms of measurable behavior. (b) Printed instructional projects are used to make possible individualized instruction. Three kinds of color-coded instructional projects are available to students according to their needs and interests. Students may also write instructional projects with the consent of the instructors. Each completed instructional project is acceptable when it meets the performance standard. (c) Regular opportunity is provided to work directly with children throughout the entire period of professional preparation. Two "simulabs" are available to students to work with specific target populations. In using the simulab to complete an instructional project, a student can request children of a particular age or with specific learning problems. Plans are being developed to apply the Project Criterion format to the entire college program.

INDIANA UNIVERSITY
BLOOMINGTON, INDIANA

DAVID CLARK, DEAN
SCHOOL OF EDUCATION
in concurrence with GERALD R. SMITH
PROGRAM EXECUTIVE COORDINATOR

Recognition is given to Indiana University for its Project INSITE, A System for Improving Teacher Education. This six-year program, begun in 1963, has been financed primarily by a grant from the Ford Foundation with additional support by the University. It is characterized by an accelerated program in which both elementary and secondary majors spend four years and three summers on the campus or in an internship. Major program innovations include (a) liberalizing seminars in the natural sciences, social studies, and humanities; (b) a professional semester (the Acroclinical Semester) which integrates the psychology of learning, methods instruction, and student teaching; (c) a one-semester resident teaching internship; and (d) a new pattern of graduate studies. Evaluation has been carried out at regular intervals throughout the course of the project through standardized tests, interview data, checklists, opinionaires, and a variety of other techniques. Results indicate exceptional performance by resident teachers, high degree of innovative and creative ability of participants, capacity of the INSITE teacher for critical self-analysis, openness of the INSITE teacher to criticism and suggestion, and security among participants about their role and responsibilities as a teacher. The real impact of the program is evident in the number of new projects it has generated and continues to generate among the faculty.

SPECIAL RECOGNITION

NATIONAL COLLEGE
OF EDUCATION
EVANSTON, ILLINOIS

K. RICHARD JOHNSON, PRESIDENT

The High School Workshop Program of the National College of Education is identified for Special Recognition by The American Association of Colleges for Teacher Education. This program is designed to attract, identify, and encourage high school juniors and seniors from all parts of the country to choose a career in education. Through course work, teaching seminars, exposure to master teachers, and rich cultural activities, these outstanding young people representing the inner city, rural, and suburban areas of our country gain an intelligent understanding of teaching and the education profession. Through participation in an on-campus summer experience, High School Workshop members have full opportunity to gain insights into college thought and life, to be exposed to individuals and situations which strengthen their interest in teaching, and to understand more realistically the distinct challenges of teaching in today's society.

FORDHAM UNIVERSITY
BRONX, NEW YORK

MICHAEL WALSH, S.J., PRESIDENT

The Urban Teacher Education Programs at Fordham University are identified for Special Recognition by The American Association of Colleges for Teacher Education. These programs help the prospective teacher understand the world of the urban child and the role of the urban school. They stress the interrelationships of theory and practice, the social pressures in education, on-the-job training in urban schools, and an intensive follow-up program during the new teacher's first year. Attention is focused in a number of ways on the social, psychological, and educational forces which affect urban children. Students gain first-hand familiarity with community groups and with social casework agencies whose clients are urban children and their families. Beginning teachers are given classroom assignments they can handle, and instructors work with them individually through the year on their classroom problems and, in cooperation with school personnel, provide appropriate counsel and support.

OUR LADY OF THE LAKE COLLEGE

SAN ANTONIO, TEXAS

JOHN L. MCMAHON, PRESIDENT

Project Teacher Excellence for Economically Deprived and Culturally Differentiated Americans at Our Lady of the Lake College is identified for Special Recognition by The American Association of Colleges for Teacher Education. This project is designed to meet four primary needs: (a) to identify potential ability in Mexican-American students, some of whom would be rejected for college entrance by the commonly applied measures and criteria; (b) to make available to students living in poverty ample financial aid for them to attend college; (c) to develop and provide a program of bilingual and bicultural teacher training that will return the students to low-income Mexican-American areas to teach other pupils and help them over the educational hurdles; and (d) to implement the program through internships in bilingual classrooms and work in various social and community agencies, and to develop the program cooperatively with all schools, colleges, and consultants interested in education which is bilingual and bicultural.

TEMPLE UNIVERSITY

PHILADELPHIA, PENNSYLVANIA

PAUL R. ANDERSON, PRESIDENT

The Intern Teaching Program at Temple University is identified for Special Recognition by The American Association of Colleges for Teacher Education. This self-supporting graduate program has as its objective the development of liberal arts and science graduates as secondary teachers. The program requires a minimum of two years, during which the intern is employed as a *fully salaried teacher* and is enrolled in a program of formal course work on the university campus. Upon completion of the program, the intern has earned a provisional teaching certificate and a master's degree and has demonstrated skills, attitudes, and professional competencies necessary for effective teaching. The program begins with an intensive summer experience and is characterized by a heavy commitment of time and finances to supervision which stresses analysis by the teacher of his own responses to the teaching situation. Supervisory contact continues regularly throughout the two years of the program.

STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCES

GENESEO, NEW YORK

ROBERT W. MACVITTIE, PRESIDENT

A Force for Change, a program at the State University College of Arts and Sciences at Geneseo, is identified for Special Recognition by The American Association of Colleges for Teacher Education. The program for the education of teachers of migrant children is centered in the New York State Center for Migrant Studies, sponsored by the college and the State Department of Education and located on the college campus. Research conducted in the interdisciplinary areas of health, housing, economics, sociology, and education not only helps to alleviate deficiencies in these areas, but provides new *content* and *consultants* for a continuing series of Workshops for Teachers of Migrant Children. These workshops have actively involved teachers in such migrant problems as housing, legislation, attitudes of growers, crew leaders, migrants, and communities. They also have aided in identifying special strengths and weaknesses of children and in developing methods and materials for working with them which utilize the children's learning levels and speeds and their cultural backgrounds.

INDIANA STATE UNIVERSITY

TERRE HAUTE, INDIANA

ALAN C. RANKIN, PRESIDENT

Creative Consortium, a joint project of Indiana State University and twenty school corporations, is identified for Special Recognition by The American Association of Colleges for Teacher Education. The project, known as the Wabash Valley Educational Center, was initiated through efforts of Indiana State University School of Education faculty members. Administrators and teachers from Western Indiana schools cooperated with several university consultants in assessing needs, establishing priorities, and designing programs. Objectives of the consortium are (a) to provide for the schools certain educational services which cannot be provided by the schools individually, and (b) to provide for a continuous demonstration of exemplary educational programs or services to shorten the "innovation lag." Activities of the center presently include projects in language arts, pupil personnel, team teaching, music, history, measurement and evaluation, and programmed instruction.

PARTICIPATING INSTITUTIONAL PROGRAMS

The following pages include summaries of programs entered by AACTE member institutions in the 1969 Distinguished Achievement Awards program. They are offered for your information and in the hope that they will promote further dialogue between teacher education institutions for the purpose of improving the preparation of teachers.

ALABAMA STATE COLLEGE
MONTGOMERY, ALABAMA

LEVI WATKINS, PRESIDENT

To clarify and supplement data learned in formal courses and in direct and indirect laboratory experiences by providing additional visual and auditory images, Alabama State College has designed a videotape recording system. The program is intended for those preparing to be elementary and secondary teachers and for administrative and supervisory personnel. For teacher trainees the purpose is to clarify concepts, supplement additional ideas, and close the gap between theory and practice by providing a more analytical view of classroom practices. The in-service emphasis is upon improved supervision of student teachers and improved teaching by participants.

AMERICAN INTERNATIONAL COLLEGE
SPRINGFIELD, MASSACHUSETTS

JOHN F. HINES, PRESIDENT

To provide experienced secondary science teachers with a program designed to strengthen their subject matter proficiency, round out their science backgrounds, update their knowledge of newer approaches in science, and offer an opportunity to work with master science teachers in excellent public and private school laboratories, American International College instituted its Master of Science in Teaching (MST) program. The program is designed to produce more creative and better informed teachers, not researchers. Each student's program is tailored to his specific needs. Major emphasis is toward giving the teacher-student the background needed for effective teaching rather than research. Master teachers of physical science serve as instructors, using their own classrooms, laboratories, methods, and materials. A special field study experience is part of the program. Each student compiles a compendium of materials and resources and plans a creative resource unit. The complete package serves as the master's thesis.

APPALACHIAN STATE UNIVERSITY
BOONE, NORTH CAROLINA

W. H. PLEMMONS, PRESIDENT

To round out the curriculum for the preparation of teachers for exceptional children, Appalachian State University, with the cooperation and support of the Watauga County Board of Education, is attempting to provide a model program for the trainable mentally retarded. Students preparing for careers in Special Education gain valuable first-hand experience in dealing with this area of exceptionality through the observation of trained and certified teachers at work in the classroom. They also have an opportunity to prepare and conduct classroom activities. Since the trainable child comes to school with his own individual capacity for growth and development, much of the activity focuses on his individual needs. In addition, various activities are sponsored to foster good socialization and communication skills. Emphasis is on helping the children live, work, and play together.

ASHLAND COLLEGE
ASHLAND, OHIO

GLENN L. CLAYTON, PRESIDENT

To provide greater reality in a laboratory setting for students enrolled in methods courses, Ashland College has established PAT-A-MAC (Professional Adventures in Teaching at Mansfield and Ashland College). This is a cooperative program of the college and the Mansfield City Schools. Students are seniors majoring in elementary education and enrolled in Student Teaching, Methods of Teaching Science and Social Studies, and the Study of Exceptional Children. They assume the role of assistant teachers in the classroom. They are assigned duties designed to benefit children who require more individual attention than can be given by the classroom teacher. The duties of the assistant teacher relate to the development of reading comprehension and vocabulary skill development of educationally deprived children.

ASSUMPTION COLLEGE
WORCESTER, MASSACHUSETTS

VERY REVEREND GEORGE L. BISSONNETTE, A.A., PRESIDENT

To help meet the shortage of high-quality teachers in the secondary schools, Assumption College conceived the Master of Arts in Teaching French Internship Program. The program is modest yet realistic in the demand for new teachers of French and in the intellectual and cultural resources of the College—a faculty educated in France; modern, well-equipped language laboratory; a library with unusual strength in the French language and literature. Finally, there is the extensive French cultural program of Maison Française which includes lectures by visiting French scholars; French plays; and displays covering France, French history, and French art. In addition to a well supervised internship, the program requires a supervised summer study in France.

AUBURN UNIVERSITY
AUBURN, ALABAMA

HARRY M. PHILPOTT, PRESIDENT

To accommodate teacher education to the compelling demands of social and educational change, Auburn University has developed and implemented an in-service teacher education program tailored to the urgent needs and problems of schools in transition from a dual to a single system of education. The two-pronged program provides (a) professional assistance at the school system level in solving local school problems occasioned or intensified by desegregation, and (b) on-campus and field institutes, seminars, and studies designed to reeducate teachers and to help them develop plans for improving education for all students. Participants are selected from colleges and public school systems in Alabama and from all parts of the country. Effectiveness is measured by achievement of program objectives.

AUSTIN COLLEGE

SHERMAN, TEXAS

JOHN D. MOSELEY, PRESIDENT

To demonstrate the responsibility of liberal arts colleges in preparing teachers, Austin College has undertaken a new Teacher Education Program. Major features of this program include (a) a strong liberal education; (b) more opportunities for students to strengthen subject matter background; (c) early involvement in a variety of laboratory experiences related to either elementary or secondary school programs; (d) a master's degree and certification upon completion of the program; (e) use of the "core" approach to teaching and learning, including laboratory, seminars, and internship-type techniques; (f) utilization of team teaching, nongraded organizations, new techniques in educational technology, independent study, and flexible scheduling; (g) emphasis on the development of skills and concepts; and (h) an individualized approach to learning.

BIRMINGHAM-SOUTHERN COLLEGE

BIRMINGHAM, ALABAMA

ROBERT F. HENRY, PRESIDENT

To provide more relevant and meaningful experiences in areas where current educational problems exist, Birmingham-Southern College has developed A Sequential Program of Involvement for Teacher Education Students. Five weeks of each school year are devoted to independent study and investigation of current problems. The sophomore year project centers around observation and assisting in local agencies. The junior year project attempts to solve an educational problem through research and interaction with schools relevant to the problem. The senior year project concentrates on the student's major field of interest, and it relates to the student teaching assignment. A major strength of the program is the preparation which students receive for student teaching.

CENTRAL COLLEGE
PELLA, IOWA

AREND D. LUBBERS, PRESIDENT

To meet the need to prepare students for the flexibility of assignments and the need to see an immediate relationship between theory and application, and to provide the opportunity to explore innovations and engage in self-analysis, Central College designed an Elementary Teacher Education Program. Based on three years of academic work, the program is centered in the fourth year. During the senior year, observation, interwoven theory and practice, microteaching, and the experience of total responsibility for a classroom take place. The program is designed in four stages. Within each stage personalized counseling provides opportunity to plan the program according to individual strengths and needs. Microteaching and videotape utilization provide an opportunity for self-analysis and evaluation.

CENTRAL STATE COLLEGE
EDMOND, OKLAHOMA

GARLAND A. GODFREY, PRESIDENT

To make additional contributions to the education of future teachers, Central State College has developed the Field Experience in Teacher Education. This practicum is required prior to student teaching and is designed to help the student to "firm up" his decision to teach. The program consists of six hours weekly spent in a regular classroom for a period of nine weeks, with additional time weekly in a seminar. Learning processes during the experience are related to the areas of housekeeping, clerical work, custodial-type activities, personal help, and instruction-related activities in actual classroom situations. The experience, in cooperation with the student's regular academic program, allows for a better integration of theory and practice.

CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
NEW YORK, NEW YORK

BUELL G. GALLAGHER, PRESIDENT

To meet a need for qualified teachers, the City College of the City University of New York has engaged in TEMPUS as part of the intensive teacher education program being carried out in New York City. TEMPUS prepares high-quality holders of liberals arts, baccalaureate degrees with little or no course work in education for teaching positions in disadvantaged urban schools, and continues them through a master's program with special stress on the problems of such teaching. Students completing an intensive, ten-week summer session in methodology and foundations (stressing the urban situation and problems, including functional experiences) become eligible for licensing as substitute teachers in the city. Some become half-time, paid interns who can finish the degree by the end of the next summer. The remaining students become full-time teachers who will need an additional semester or two to receive their degrees.

CLARION STATE COLLEGE
CLARION, PENNSYLVANIA

JAMES GEMMELL, PRESIDENT

To train future teachers in the utilization of television as a medium for the interchange of debates, Clarion State College has introduced a course, Videotape Debating, and has developed a dialogue with five other institutions of higher education through the production and exchange of videotape debates. One of the participating schools (Clarion State College, George Washington University, University of California at Davis, Illinois State University, West Virginia University, and Temple University) prepares the first affirmative and sends the videotape to one of the five participants. The second institution will then view the tape and record the first negative and return it to the preparing institution. With the use of television and videotape, debate students are taught more critical analysis and awareness of debate techniques.

THE CLEVELAND STATE UNIVERSITY

CLEVELAND, OHIO

HAROLD L. ENARSON, PRESIDENT

To respond to a chronic need for more excellent teachers for the elementary schools of the inner city, Cleveland State University introduced a new graduate program in elementary teacher education. The program identifies two categories of graduate students: (a) carefully selected teachers in the Cleveland Schools who completed conventional professional undergraduate programs in various colleges; (b) liberal arts graduates with a special commitment to becoming teachers of disadvantaged children. Group one is being prepared as "teacher leaders" or classroom teacher educators who supervise student teachers. Group two will concentrate upon becoming first-rate classroom teachers. For both, the two-year program combines school service and related education for more effective teaching, curriculum development, and home-school relations.

COLLEGE OF MOUNT ST. JOSEPH ON THE OHIO

MOUNT ST. JOSEPH, OHIO

SISTER ADELE, PRESIDENT

To help prospective teachers become more sensitive to the learning problems and the situations of disadvantaged children, the College of Mount St. Joseph on the Ohio has inaugurated a five-pronged program: (a) An undergraduate course in teaching the disadvantaged, planned cooperatively with the local school administration, is offered. (b) Students work as tutors in inner-city schools, on a one-to-one and small group basis, directed by classroom teachers. (c) In educational sociology and human growth and development, emphasis is given to the complex needs and problems of youth in congested areas. (d) Individual and small-group experiences allow for recreational activities and academic help. (e) Meetings with local school personnel present satisfactions and problems experienced in their inner-city institutions.

COLLEGE OF NOTRE DAME
BELMONT, CALIFORNIA

SISTER CATHERINE J. CUNNINGHAM
PRESIDENT

To improve the preparation of mature students for teaching and to enlist the cooperating school districts to share, throughout the entire school year, the responsibility for the teacher training of fifth-year college candidates, the College of Notre Dame instituted the CND Internship Program. Selection of candidates is based on academic achievement, interest, and ability. The program is characterized by flexibility which is achieved (a) by providing practical preservice experience with youth from many cultural, social, and economic backgrounds; (b) by offering candidates a choice from a variety of plans for supervised teaching: regular student teaching, team teaching, associate teaching, part-time or full-time internships; (c) by so integrating the teacher education program that the candidate finds himself with a consistent set of values interrelating man-to-man and man-to-God, enabling the teacher to be securely flexible.

THE COLLEGE OF SAINT ROSE
ALBANY, NEW YORK

SISTER MARGARET M. KEESHAN, C.S.J.
PRESIDENT

To meet the acknowledged need for a greater appreciation of the fine arts at all levels, the College of Saint Rose held a six-week, summer in-service program in fine arts called Vision '68. The program was supported by a grant from the Bureau of In-Service Education of the New York Education Department and offered content in art, music, the dance, and art and music of the non-Western world. Participants visited many museums and places of cultural interest; they also attended professional performances in ballet, opera, symphonic music, and Broadway musicals. Members became acquainted with bibliographical sources, professional organizations in the arts, cultural and historic resources of New York State, and new educational media.

THE CREIGHTON UNIVERSITY
OMAHA, NEBRASKA

H. W. LINN, S.J., PRESIDENT

To better prepare students for the challenging task of teaching the youth of today, Creighton University revised its undergraduate Elementary Teacher Education Program. A plan for students to serve as teacher aides was adopted in cooperation with the Omaha Schools. Junior students serve as teacher aides two afternoons a week, and this experience is coordinated with their methods courses on campus. Two courses dealing with working with disadvantaged youth were introduced and made available to students interested in working in schools in the inner city. Many students elect to serve as teacher aides and student teachers in schools in this area of the city.

DUQUESNE UNIVERSITY
PITTSBURGH, PENNSYLVANIA

REV. HENRY J. MCANULTY, PRESIDENT

To improve instruction for disadvantaged children in a prime target poverty area in Allegheny County, Duquesne University introduced Project Advance. The rationale for the project was to bring an enriched program and varied modern equipment, materials, and techniques to pupils who had grown accustomed to a paucity of resources and to the regimentation inherent in a traditional school. In implementing the program, a modified plan of individually prescribed instruction was developed, and the most modern equipment and materials were introduced, including a new library and curriculum materials center. An innovative aspect of the program was the establishment of a six-week, summer day camp at a nearby county park. The university supplied leadership, supervision, and two certified librarians, along with a total of twenty-four student teachers. The project was funded under Title III, ESEA.

EAST CAROLINA UNIVERSITY
GREENVILLE, NORTH CAROLINA

LEO W. JENKINS, PRESIDENT

To provide a program that combines the best of the past with innovations that are changing the complexion of teacher education every day, East Carolina University has established an Elementary Teacher Preparation Program. Each student is considered as an individual from orientation before enrollment as a freshman to the early years as a teacher. The same advisor works closely with the student through the four years of preparation for teaching. The introductory education course, with structured observations at all elementary grade levels, provides the foundation for methods courses, involving experience with children from good and poor environmental backgrounds to broaden the student's understanding of individual differences. Various forms of elementary school organization and new techniques of instruction are considered. Full-time student teaching assignments are designed for the individual.

EASTERN CONNECTICUT STATE COLLEGE
WILLIMANTIC, CONNECTICUT

SEARLE F. CHARLES, PRESIDENT

To broaden the horizons of its students, Eastern Connecticut State College established Project CHUTE—College-Hartford Urban Teacher Education. This program was instituted because an increasing number of graduates were accepting teaching positions in urban schools. Students in the program are given opportunities to learn about problems of the inner city by working with agencies which are directly involved in providing services for residents of underprivileged areas. Student teaching assignments are in inner-city schools. As an integral part of this program, weekly seminars are held so that students can discuss their reactions. Evaluation indicates that students have become acquainted with the problems of another world and have developed a concern for minority groups.

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

QUINCY V. DOUDNA, PRESIDENT

To improve the program of secondary teacher education at Eastern Illinois University, a Pre-Student Teaching Laboratory Experience was established. The program allows students to relate theory to practice, test their desire to be a teacher, gain knowledge of high school pupils, have more understanding of their college course work, and demonstrate a growing ability to perform as teachers. Students visit a variety of local schools, serve as teacher aides, present classroom demonstrations, conduct tours, and participate in a high school tutoring program—all under the direction of qualified instructors. Each student is thus more effectively prepared to take full advantage of his student teaching experience.

EASTERN MICHIGAN UNIVERSITY
YPSILANTI, MICHIGAN

HAROLD E. SPONBERG, PRESIDENT

To respond to students' need for opportunities to relate theory and practice, Eastern Michigan University has established a Pre-Student Teaching Program. This program is offered to over two thousand students each semester. They are provided the opportunity to work with children or youth while enrolled in professional education courses. Over fifty instructors are involved in teaching the courses to which pre-student teaching experiences are related. More than forty-five of these teachers conduct counseling sessions or seminars to further assist the students in the relationship of theory and practice. Teachers, administrators, and other professional personnel in fifty-one school districts and program leaders in thirty-four agencies supervise college students on the job.

EDGEWOOD COLLEGE
MADISON, WISCONSIN

SISTER MARY CECILIA CAREY, O.P.
PRESIDENT

To meet the pressing need of improving teacher education by acquainting preservice teacher trainees and social science students with contemporary urban problems, Edgewood College designed the Practicum in Urban Education Problems. The program includes (a) a study of urban education problems in a culturally heterogeneous Chicago neighborhood and (b) a study of the city in relation to the school. Designed as a January interim credit course, the Practicum brings the campus to a multicultural environment for a two-week period. Participants combine intensive study and research with practical experience in neighborhood elementary schools working as teacher aides, tutors, classroom observers, and home visitors.

EDINBORO STATE COLLEGE
EDINBORO, PENNSYLVANIA

CHESTER T. MCNERNEY, PRESIDENT

To meet its responsibilities and opportunities in Early Childhood Education and in Urban Education, Edinboro State College has established a Pre-Student Teaching Program in Early Childhood Education. The program relates seventy college students (sophomores and juniors) and several of their college teachers to boys and girls and their teachers in three inner-city elementary schools. The college students are involved in these experiences with actual children in actual schools two days each week during their sophomore and junior years. They are also enrolled in a six-credit, core course entitled "The Communicative Arts and Social Living Skills." College teachers work with students on campus; travel with them; and work with the students, the boys and girls, and their parents in the schools. Evaluation indicates these prospective teachers will be ready for success in student teaching.

ELIZABETH CITY STATE COLLEGE

ELIZABETH CITY, NORTH CAROLINA

M. D. THORPE, PRESIDENT

To broaden horizons, to motivate academic excellence, and to give individual tutorial aid to freshmen students experiencing academic difficulty, Elizabeth City State College has introduced "The BEE"—The Basic Education and Enrichment Program. Superior students in the sophomore, junior, and senior classes serve as tutors to the incoming freshmen for the entire year. Professional teachers instruct the new tutors in the "how" and "why" of counseling and tutoring. Tutors are compensated for their services with funds from the college work-study grants. Qualifications for work-study grants, original entrance test scores, grades, and rank in class are the major factors used to determine which students are eligible to serve as tutors.

EUREKA COLLEGE

EUREKA, ILLINOIS

IRA W. LANGSTON, PRESIDENT

To develop an awareness of means of implementing innovative classroom practices, Eureka College established The Study Center for Educators of the Gifted. College students serve in classrooms as teacher aides; then students and teachers are brought to the college for a credit course entitled "Special Problems in Education—Gifted." The class is team-taught by college and state department of education personnel. Objectives are identifying giftedness, including talents other than intellectual talents and the classification of those talents; prescribing the matrix of materials, content, and methods for each child; and applying suitable administrative, curriculums, and instructional interventions. The center also arranges conferences and lectures by experts in the field of education in order to involve in the innovative processes other school personnel, parents, and the general public.

FITCHBURG STATE COLLEGE
FITCHBURG, MASSACHUSETTS

JAMES J. HAMMOND, PRESIDENT

To help prospective teachers relate directly to culturally deprived children enrolled in a campus elementary school located in a disadvantaged neighborhood, Fitchburg State College has initiated The Dillon Project. Through various in-school and after-school activities, college students have the opportunity to enrich the lives of these children and become more perceptive of problems of learning and teaching likely to be associated with urban schools. Personal and social skills are developed through activities in cooking, serving, grooming, handicrafts, and sports. Special projects of a compensatory nature have been designed to improve listening skills, language skills, reading, and mathematical concepts and skills. Seminars along with individual conferences and interviews permit students to probe into other related areas.

FONTBONNE COLLEGE
ST. LOUIS, MISSOURI

SISTER ROBERTA SCHMIDT, PRESIDENT

To produce students who can function professionally and independently in a traditional approach in teaching in secondary education or in a team-teaching approach, and to produce students with the technical and creative skills needed for effective communication in their presentation of materials, Fontbonne College offers a Secondary Teaching Program. Students are divided into teams made up of majors in English, music, history, home economics, art, and drama. Following individual research, teams discuss their research and identify "cultural themes." Team-teaching activities are introduced and students are trained in multimedia techniques. A full program of technical skill training via microteaching is also part of each student's experience. The program provides a means and direction for research, self-study, and improvement.

FORT HAYS KANSAS STATE COLLEGE
HAYS, KANSAS

M. C. CUNNINGHAM, PRESIDENT

To meet the need for teachers to recognize the startling challenges of space-age science as it affects education, communication, and transportation, Fort Hays Kansas State College has developed an Aerospace Education Program. The program is offered in the form of a special summer workshop for in-service teachers, preservice student teachers, and laboratory school pupils ages eleven to thirteen. Authentic experiences relating to problems of airpower, interplanetary travel, meteorology, and the problems of aerospace technology are incorporated into the curriculum. Community, state, and national resources and personnel support the College's effort. National recognition has been given to the college for leadership and outstanding service to the nation for the program.

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY

RICHARD E. BJORK, ACTING PRESIDENT

To bring an environmental awareness to each of its teacher education students, Glassboro State College developed a program in Environmental Education. Open to both undergraduate and graduate students, the program is designed to (a) develop opportunities for undergraduates in any major to examine and become involved with environmental problems by direct experience, (b) establish continuous availability of a highly favorable learning climate for elementary and secondary youngsters in which preservice and in-service teachers can observe and guide experiences with a variety of environments, and (c) establish a master's degree program to provide trained leaders in environmental education for elementary and secondary schools.

GOSHEN COLLEGE
GOSHEN, INDIANA

PAUL MININGER, PRESIDENT

To prepare competent and caring teachers who are sensitive to cultural differences and ready to serve their worldwide generation in the inner city, depressed rural areas, middle and upper economic class communities, and international situations, particularly developing countries, Goshen College has established the Continuous Laboratory Experience in Cross-Cultural Settings. Prospective teachers are involved in human needs, enlarge their self-understanding and their empathy with persons like and unlike themselves, and are alerted to the revolutionary character of their work. Included are college preview and freshman counseling, September school experience, sophomore and junior field work, senior student teaching trimester, and independent study. During one field-work experience students study and serve abroad. Evaluation indicates that about a third of the participants teach in disadvantaged communities.

GRAMBLING COLLEGE
GRAMBLING, LOUISIANA

R. W. E. JONES, PRESIDENT

To help students who are markedly deficient in communicative and study skills to improve their abilities, Grambling College has established the Communicative Study Skills Center. The program is designed to move students from a critical reading level and skills deficiency to a performance appropriate for satisfactory college work. The team approach applies expanded line techniques, serial tachistoscopic procedures, and perceptual procedures. Participation in the Study Skills Center on the instructor-counselor level is a part of assigned faculty service load. Meetings to plan, program, and evaluate efforts of the center are regularly scheduled. The faculty development plan is enhanced by an ongoing, in-service training program for faculty participation in the education for effective use of instructional media.

HARRIS TEACHERS COLLEGE
ST. LOUIS, MISSOURI

RICHARD A. STUMPE, PRESIDENT

To recruit and train mature women as teachers for the kindergarten and primary levels in the St. Louis Public Schools, Harris Teachers College has inaugurated Project Career II. This program is a flexible, individualized program geared to the academic needs and limited time schedules of women who have a bachelor's or graduate degree, interest in teaching with full state certification, and action-prompted concern for the problems and challenges of urban education. Interns work closely with selected cooperating teachers and receive instruction from college staff. The heart of Career II is the primary classroom. Techniques of teaching, methods of classroom organization, and use of instructional tools are learned in the best laboratory—the classroom itself.

ILLINOIS WESLEYAN UNIVERSITY
BLOOMINGTON, ILLINOIS

ROBERT S. ECKLEY, PRESIDENT

To provide students with the opportunity to achieve a broad liberal arts background and to prepare for teaching careers through extensive participation and observation in public schools and through college classroom study, Illinois Wesleyan University has developed its Elementary Education Program. Sophomore students participate in a nursery school program and observe at the elementary level. Junior students are assigned to a school and teacher and serve as teacher aides and assistants. In the senior year, students complete methods and tests and measurements courses and have a full-time student teaching experience. In the January short term, students may return to their student teaching centers to participate or visit other elementary schools to observe. Follow-up visits to graduates to evaluate the strengths and weaknesses of the program are viewed as an integral part.

JOHN CARROLL UNIVERSITY
CLEVELAND, OHIO

JOSEPH O. SCHELL, S.J., PRESIDENT

To fill a great need in our society by attracting outstanding arts and science graduates into teaching careers and giving them the special training needed to work with disadvantaged adolescents, John Carroll University instituted its Master of Arts in Teaching Program. The program consists of fourteen months of study and internship—two summers and the intervening academic year. The first summer includes an intensive, ten-week workshop devoted to a study of the economic, sociological, psychological, and educational problems of the Negro ghetto, and of educational methods and techniques proved to be successful in the inner-city schools. The regular year is divided between a semester of internship in an inner-city secondary school and a concurrent seminar and a semester on campus for graduate study in the area of the student's undergraduate major. During the second summer, graduate courses in education are taken, as well as a culminating MAT seminar.

KENT STATE UNIVERSITY
KENT, OHIO

ROBERT I. WHITE, PRESIDENT

To help make professional education more meaningful, Kent State University has introduced a program designed to increase interaction between the college teacher education student and those he will teach. The program begins with the first professional education course and continues through the professional sequence. Involvement is the element being emphasized. The student becomes part of team planning and teaching, small- and large-group instruction, a modular scheduled program, interdisciplinary subject organization, advisement teams, the independent study program, and special interest programs. Observation, child study, microteaching, and service as a teacher aide each contribute to giving further value to involvement.

LAMAR STATE COLLEGE OF TECHNOLOGY

BEAUMONT, TEXAS

RICHARD W. SETZER, PRESIDENT

To help mature teachers in service keep abreast of the scientific developments which are having profound effects upon modern society, Lamar State College of Technology has established an experimental six-week summer institute. Supported by the college and the National Science Foundation, this program (a) provides the participant with the latest concepts in technology, (b) demonstrates the relation of technology to social change, and (c) develops materials for the high school curriculum. The leaders for this program represent engineering, education, philosophy, economics, sociology, anthropology, medical research, space science, and industrial management. The multidisciplinary planning and implementation has been of significant value in the success of this effort.

LINDENWOOD COLLEGE

ST. CHARLES, MISSOURI

JOHN ANTHONY BROWN, JR., PRESIDENT

To more fully prepare prospective teachers to cope with and contribute to the solution of problems in the rapidly changing school program, Lindenwood College has introduced two new coordinated courses. Course one—The Nongraded School—is designed to acquaint teachers and administrators with the philosophy, organization, curriculum, and evaluation of the nongraded school. Emphasis is placed on the transition from a graded school plan to the implementation of the nongraded structure. School visitations are an integral part of the course. Course two—Schools of Tomorrow, Today—is a January term off-campus experience indicating that changes are needed both in the pattern and concept of career development for teachers. After an intensive reading program, visits to model settings around the United States are made to observe new practices. Discussions with school personnel at demonstration centers are followed by a research paper.

LONG ISLAND UNIVERSITY
GREENVALE, NEW YORK

GEORGE D. STODDARD, ACTING CHANCELLOR

To overcome the cleavage between theory taught at the university and the difficult implementation in the public school, Long Island University has established a University-School Teacher Education Center. The center has at its disposal a variety of facilities, which include a mobile curriculum resource library; audiovisual workshops; institutes in creative arts, music, drama, dance, math, and science; and in addition, the fully developed resources of the university. Innovational programs are provided for mid-career graduate students and the elementary school faculty in intercommunity involvement with disadvantaged children, computerized classrooms, self-teaching mechanisms, sex education, and other areas of growing concern. Prospective teachers, before student teaching, can become accustomed to the demands of teaching and, simultaneously, can practice rather than observe, experiment knowledgeably, and develop effective teaching skills.

MADONNA COLLEGE
LIVONIA, MICHIGAN

SISTER MARY DANATHA, CSSF, PRESIDENT

To provide prospective teachers with an opportunity to have direct experiences with disadvantaged children in schools located in low socioeconomic vicinities, Madonna College instituted a summer Professional Laboratory Experience in Inner-City Schools. During the experience, from May to August, students worked with parents and community groups, participated in interdisciplinary team teaching, and planned for individualized pupil programs according to needs. The objectives of the project include the following: (a) increase the quality and quantity of teachers for the inner city; (b) develop an awareness of the need for dedicated teachers in the inner city; (c) create a desire in future teachers to assist all youth regardless of environment.

MARIST COLLEGE
POUGHKEEPSIE, NEW YORK

BROTHER LINUS R. FOY, F.M.S., PRESIDENT

To prepare teachers with a strong liberal arts background, Marist College has established the Professional Semester. During this period the student teacher concentrates solely on learning to teach, and no other college courses or activities are allowed to interfere. The fundamental principles and concepts of learning and teaching are mastered and applied through practice teaching in the local schools. An attempt is made to give a solid background in the social, philosophical, and psychological foundations of educational theory and practice. A close follow-up system by the college faculty as well as the local school system has been instituted to foster the professional growth of the student teacher.

MIAMI UNIVERSITY
OXFORD, OHIO

PHILLIP R. SHRIVER, PRESIDENT

To provide students with a direct and intensive exposure to the life and education of inner-city children in order that they might gain a realistic understanding of the teaching situation of the inner city, Miami University engaged in the Cleveland-Miami Inner-City Project. The project, a school and community observation-participation program, had students spend five weeks in the inner city. Students served as teacher aides to at least one teacher and became involved in the inner-city community. Guest speakers representing different segments of the inner city participated in daily seminars. Students lived in the city during the entire period of the program. The major outcome of the effort consisted of attitude changes in the students in relation to an awareness of problems, perception of poverty, appreciation of teaching in the inner city, and growth in self-confidence.

MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN

JOHN A. HANNAH, PRESIDENT

To analyze the clinical behavior style of teaching, develop a repertoire of instructional strategies, and gain valuable first-hand experience in teaching, Michigan State University has established The Elementary Intern Program. Supported jointly by local school districts, community colleges, and the university, this project has eleven teacher education centers. The program includes a full academic-year, paid internship and consultants who work with interns on a one-to-six ratio. Continued evaluation of program elements and design, coupled with the utilization of several experimental program organizational patterns, have led to a succession of modifications and improvements. Research in teacher effectiveness and teacher development are continuing adjuncts of the program.

MILLERSVILLE STATE COLLEGE
MILLERSVILLE, PENNSYLVANIA

WILLIAM H. DUNCAN, PRESIDENT

To incorporate professional laboratory experiences, methods, and professional education content into a sequential and continuing four-year plan, Millersville State College has designed a Pilot Project in Elementary Education. The pilot sequence involves seminars devoted to the teaching act; historical, philosophical, psychological, and sociological foundations; child development; instructional media and technology; and methods in communication skills, methods in mathematics, and general methods in elementary school. Professional laboratory experiences include observation, participation as a teaching cadet, student teaching, and social work assistantship.

MOUNT SAINT MARY COLLEGE
NEWBURGH, NEW YORK

SISTER MARY FRANCIS, PRESIDENT

To meet the need to retrain college supervisors of student teachers of the culturally disadvantaged, Mount Saint Mary College has instituted a program of retraining through the use of educational television. The project includes having student teachers videotape their lessons during the semester of student teaching. The project director meets at least once a week with the college supervisors and views these videotapes. These weekly seminars focus on the guidance and direction to be given preservice teachers. The supervisors later meet with their respective students and cooperating teachers to share the knowledge and skill acquired during these weekly seminars.

NORTHEASTERN ILLINOIS STATE COLLEGE
CHICAGO, ILLINOIS

JEROME C. SACHS, PRESIDENT

To nurture and foster creativity among teachers of art and literature, Northeastern Illinois State College offered a three-week institute, Creativity in Teacher Literature. The institute experience included intense, diverse, nonstereotyped telemated lectures, small-group discussions based on the lectures, and experience unions in which each participant became involved in a learning situation. As planned and executed, the institute provided submersion in a rich matrix of art, literature, film, field trips, and creativity. Objectives were to (a) nurture enthusiasm regarding literature's role in enlarging all valid human experience; (b) develop sensitivity to group problems and group tensions; (c) explore new approaches and new techniques in the literary arts, especially through the use of multimedia; and (d) foster integration of the verbal and visual arts, especially through the motion picture.

NORTHERN STATE COLLEGE
ABERDEEN, SOUTH DAKOTA

NORBERT K. BAUMGART, PRESIDENT

To provide a program for preparing intern teachers in the area of learning disabilities, Northern State College has set up a Learning Laboratory Skill School Program. The program is designed for both graduates and undergraduates in special education. Intern teachers are taught to program instruction for the individual with a specific or general basic skills deficit. These materials are used by interns with individual pupils in the laboratory setting. Intern teachers are taught to make maximum application of technology to the pupil and his individual learning problems. They also gain experience in utilizing flexible scheduling, positive reinforcement, and the awareness of behavior modification techniques such as sensitivity training.

NORTHWEST MISSOURI STATE COLLEGE
MARYVILLE, MISSOURI

ROBERT P. FOSTER, PRESIDENT

To upgrade the instruction of nonurban educationally and culturally disadvantaged youth, Northwest Missouri State College inaugurated the Rural Disadvantaged Program. Features of the program include (a) tuition-free in-service education for 140 elementary and secondary teachers through a newly created graduate course called "Teaching Disadvantaged Youth"; (b) a pre-student teaching laboratory experience for college juniors which provides tutored assistance to educationally disadvantaged students; (c) a professional library and resource center for teachers of the disadvantaged. Program results indicate that there is a greater awareness by in-service and preservice teachers of the social and educational implications of poverty and the role of individual teachers in reaching the culturally different.

OLD DOMINION COLLEGE
NORFOLK, VIRGINIA

LEWIS W. WEBB, JR., PRESIDENT

To provide a corps of dedicated classroom teachers who are acquainted with and anxious to make use of educational television as part of their total approach to teaching, Old Dominion College joined forces with the Hampton Roads Educational Television Association. Selected student teachers are provided an experience in the research, planning, and production of educational television programs in their respective subject areas. This experience provides the student teacher with an entirely new horizon and appreciation of this medium as an enriching experience in the learning process.

OREGON COLLEGE OF EDUCATION
MONMOUTH, OREGON

LEONARD W. RICE, PRESIDENT

To achieve an understanding of human behavior, knowledge of the relevance of questions related to self, and an awareness of education in changing times, Oregon College of Education has instituted the Sophomore Block Program. This full-year, twelve-credit, introductory course in Education and Psychology integrates the content of Social Psychology, Human Development, Adolescent Psychology, and Historical and Philosophical Foundations of Education into a three dimensional approach to understanding human behavior. Instructional dialogue involves the development and discussion of cognitive materials related to human behavior and learning. Weekly seminars—the affective component—explore human interaction and controversial issues in education. Field trips and weekly intensive relational experiences—the experimental component—involve the student intensively with other people.

PMC COLLEGES
CHESTER, PENNSYLVANIA

CLARENCE R. MOLL, PRESIDENT

To foster special professional growth and development in pre-, under-, and post-graduate teacher education students, PMC has introduced an Individualized Teacher Training Program. The high school junior or senior makes a commitment to teaching in order to be considered for the precollege summer community studies institute. In the four years of college, many individualized experiences are provided—independent work-study, audiovisual techniques, teacher-aide case study, personality development evaluations, problem-child analysis—which take place mainly out of the college classroom and off the campus. The resulting comprehensive assimilation provides excellent background for student teaching. The program experiences are determined in an individualized manner calculated to produce a competent teacher.

PACE COLLEGE
NEW YORK, NEW YORK

EDWARD J. MORTOLA, PRESIDENT

To provide students with broad practical experience in dealing with problems of teaching in urban areas, Pace College introduced the Apprentice Teaching Program in elementary education. Phase I of the program provides an initial experience in performing simple teaching tasks. It is an overview of the teaching act with emphasis on the student's development of a concept of teaching and a basic concept relating to self-awareness. Phase II exposes the student to intensive study of curriculum and instruction. Problems of teaching (identified in Phase I) are the means by which content is presented. Phase III consists of a full-time student teaching experience plus a concurrent seminar focusing on problems of teaching the disadvantaged and relations between the urban community and the schools. Following student teaching is an interdisciplinary seminar on crucial issues in education. Students return to their schools for additional direct experience relating to topics studied in the seminar.

PLYMOUTH STATE COLLEGE
PLYMOUTH, NEW HAMPSHIRE

HAROLD E. HYDE, PRESIDENT

To help student teachers become more positive in their attitudes toward students and other teachers, Plymouth State College is engaging in a comparative study. Twenty teams of two elementary student teachers have been placed full time in the public schools with a regular teacher. The teacher is considered a member of the team. Together they plan and carry out the instructional task. A college supervisor also has been placed in the area and is considered a member of the team for purposes of planning and evaluation. Another forty student teachers have been placed in the formal program with a master teacher who is a supervising teacher. Both groups have been equally tested and observed. Preliminary results seem to be more positive in the team cooperative approach than in the traditional approach.

RHODE ISLAND COLLEGE
PROVIDENCE, RHODE ISLAND

JOSEPH F. KAUFFMAN, PRESIDENT

To prevent unnecessary failure and its attending grief for children with learning difficulties, Rhode Island College has developed a program to train diagnostic teachers who will function as identifiers and ameliorators of the difficulties experienced by the children. The special education staff, with its psycho-medical and behavior oriented affiliates (the Emma Pendleton Bradley Hospital and the Meeting House School) exposes the teacher trainees to a range of interdisciplinary evaluation, diagnosis and treatment skills, and insights and backs these experiences with course work designed to improve the teacher's understanding of the psychology of learning and methods of teaching the basic tool subjects. The objective is to train teachers who are sensitive to the subtleties of learning and behavior—teachers who can visualize and act upon the implications of psycho-medical and educational deviations.

RUTGERS—THE STATE UNIVERSITY

NEW BRUNSWICK, NEW JERSEY

MASON W. GROSS, PRESIDENT

To encourage students to participate in determining their own educational experiences and to design a program for preparing teachers in which students participate with faculty in planning the program's curriculum, Rutgers—The State University has introduced The Experiment in Teacher Education. This two-year program has a maximum of preplanning and a minimum of structure. An interdisciplinary faculty of the Graduate School developed the program with students. A variety of approaches to teacher training include voluntary participation, students' evaluation of their own experiences and of the program as a whole, independent study, sensitivity training, seminars, and ongoing planning sessions. Experience is gained through a variety of situations, ranging from tutoring in youth centers to the initiation of Analysis of teaching performance is part of the program.

SAINT AUGUSTINE'S COLLEGE

RALEIGH, NORTH CAROLINA

P. R. ROBINSON, PRESIDENT

To provide qualified people to fill positions of teacher aides for the public schools, Saint Augustine's College plans A Program For Paraprofessionals. The program will be designed for students making the paraprofessional career their prime choice and for students advised to bypass the standard four- to five-year program. The program will be offered in combination with the two-year Secretarial Science Curriculum and will offer the student the educational qualifications for becoming a school secretary and will give him a background upon which he may elect to build a four-year degree. The student will be provided opportunities to observe and assist one or more teachers with record keeping, audiovisual media, test construction and grading of papers, and other paper work.

SAINT LOUIS UNIVERSITY
ST. LOUIS, MISSOURI

REV. PAUL C. REINERT, PRESIDENT

To meet a real and urgent need for specialists in teaching and working with the disadvantaged, Saint Louis University has developed a Program for Developing Effective Teachers and Supervisors for Disadvantaged Learners. The program is unique in at least two ways: (a) It provides teachers and supervisory personnel with specific human relations, understandings, and skills that have been tested in the University Human Relations Center and further developed during a three-year Ford Foundation Grant. (b) It provides unusual opportunities for participants to become skillful in using teaching methodologies specifically designed for the culturally disadvantaged. The key factor characterizing the special teaching strategies is the unified curriculum stressing inquiry teaching and learning.

SAN FERNANDO VALLEY STATE COLLEGE
NORTHRIDGE, CALIFORNIA

PAUL BLOMGREN, ACTING PRESIDENT

To prepare teachers to work effectively with the disadvantaged at the elementary school level, San Fernando Valley State College began a Teacher Education Project in Compensatory Education (Elementary). Major features of the program include (a) student teaching and intern teaching in disadvantaged urban areas; (b) course content which emphasizes the understanding of subcultures; (c) student discussions with many leaders of minority communities and with community agency leaders; (d) closely interrelated, concurrent experiences in college course work and student teaching and internship; (e) extensive supervision of intern teachers by both college and school district personnel; (f) recruitment of a greatly increased number of schools and supervising teachers, situated in disadvantaged areas, as participants in the teacher education program; and (g) long-range evaluation.

SEATTLE PACIFIC COLLEGE
SEATTLE, WASHINGTON

DAVID L. MCKENNA, PRESIDENT

To develop educational leaders who are informed on the nature of creativity, the critical motivations which influence constructive creative behavior, and the place of imagination in human affairs, Seattle Pacific College has instituted a Master's Degree Program in Creative Education. Designed for elementary teachers, the program includes a study of the psychology of creativity, creativity in teaching, creative dramatics, imagination and literature for teaching, summer workshops in creative education, an advanced research seminar on creative education, and a research project or thesis. Thinking processess are examined which tend to maximize learning. To provide a better understanding of the effect of parent-child relationships on the young child and responsibilities for guidance in the home are major aims of the program.

SLIPPERY ROCK STATE COLLEGE
SLIPPERY ROCK, PENNSYLVANIA

ALBERT A. WATREL, PRESIDENT

To insure that prospective teachers become proficient in the skills and knowledge necessary for teaching science at different elementary school levels, Slippery Rock State College has developed an Elementary Science Program. The program is a cooperative venture of the education division and the science departments. Classes are held in the new science building so that students fully utilize the science facilities, equipment, and faculties. Videotapes of master classroom teachers are used throughout the program to reinforce and supplement concepts. Students teach demonstration lessons which are videotaped for immediate feedback and evaluative proposals. The tapes are evaluated by college supervisors, cooperating elementary teachers, and the prospective teachers. Follow-up studies indicate the program prepares student teachers of high-average or superior quality.

SOUTHERN CONNECTICUT STATE COLLEGE
NEW HAVEN, CONNECTICUT

HILTON C. BULEY, PRESIDENT

To meet the vital need for specially trained teachers to teach sex education in elementary and junior high grades, Southern Connecticut State College conducted a summer institute to prepare such teachers. Crucial to the preparation of such specially trained teachers was the satisfaction of their need for (a) more knowledge of man's sexual nature from the standpoint of an interdisciplinary approach; (b) an extended and concentrated experience in a sensitivity group; (c) an experience in the development of a sex education curriculum; and (d) an understanding of the social forces affecting our attitudes, values, and ideals toward human sexuality. The institute was designed for and attended by in-service teachers. Follow-up evaluation indicated that the institute achieved its objectives.

SOUTHERN METHODIST UNIVERSITY
DALLAS, TEXAS

WILLIS M. TATE, PRESIDENT

To provide depth of research training for school personnel who will serve as reading specialists, Southern Methodist University designed a Program for the Preparation of Research Specialists in Reading. The program involves personnel from medicine, sociology, psychology, speech, speech therapy, and education. It is designed for one year and offers thirty-six graduate credits. Each student is required to devise, implement, and report on a research project to be conducted in the school system to which he has been assigned; program his data; and have it analyzed by the computer. Educational research practicum is provided through an internship in school, in the reading clinic, or through apprenticeship and test administration. In addition, students must analyze relevant test data, identify problems, suggest improvements, and conduct an experiment in reading instruction.

STATE UNIVERSITY COLLEGE AT BROCKPORT

BROCKPORT, NEW YORK

ALBERT W. BROWN, PRESIDENT

To prepare undergraduates, graduate students, and experienced teachers for urban education, the State University College at Brockport has instituted the Professional Year Program. The program of the three different levels of preparation is closely integrated. All students work with the faculties of four schools in the city of Rochester. Traditional concepts of student teaching have been abandoned and have been replaced with a systems approach to teacher education which has the potential of improving urban education generally while meeting the more specific tasks of professional education. A clinical professor from the college and a helping teacher assigned by the city devote their full time to the supervision of each group of four interns and use the schools as their main bases of operation.

STERLING COLLEGE

STERLING, KANSAS

WILLIAM M. MCCREERY, PRESIDENT

To improve its teacher training program, Sterling College has inaugurated three innovations. The first is a new course—An Overview of Teaching. Offered in January, the course is designed to give freshmen and sophomores a preprofessional exposure to full-time teaching. The second innovation is also a new January course—Contemporary Innovations in Education. It is designed to give future teachers a first-hand look at new and experimental programs that are being tried. The third innovation is a Cooperative Urban Teacher Education Program initiated by eleven liberal arts colleges in Kansas. The object of this program is to provide students with experiences with and an understanding of the problems of the culturally deprived.

TROY STATE UNIVERSITY

TROY, ALABAMA

RALPH W. ADAMS, PRESIDENT

To meet the needs of students, teacher education programs, and the public schools, Troy State University established a Reading Center. The objectives of the center are to offer a reading program improvement course, bolster selective admissions to the professional education program, provide a model center, provide consultant services to the public schools, develop a statewide reading organization and newsletter, and provide graduate training. The training of education majors in developmental reading methodology through involvement in the reading improvement course is unique. Another project of the center involves teaching a remedial class of students. Experiments in new methods of training teachers include an international group of students and faculty. The intensive workshop method is used in teacher training.

UNIVERSITY OF DAYTON

DAYTON, OHIO

VERY REV. RAYMOND A. ROESCH, S.M.
PRESIDENT

To inaugurate programs that are more relevant, particularly to disadvantaged children, the University of Dayton and the Dayton Schools have formed a team to develop cooperative teaching centers. First priority has been given to help present and future teachers gain the skills and insights to make them better models for learners, better guides in behavioral change, and more skilled in interpersonal interaction. Through in-service education the program hopes to produce master teachers capable of demonstrating the application of theory and able to supervise the practicum experiences of the members of the institutional team.

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE

E. A. TRABANT, PRESIDENT

To make future teachers more conscious of the role of theory in classroom practice and more sensitive to participating in innovative studies in curriculum and method, the University of Delaware has fused three separate courses—Educational Psychology, Methods of Teaching, and Student Teaching—by the concept of the interrelatedness of theory and practice. The object is to prepare teachers who recognize that the teaching methods they employ in their student teaching are closely related to some theory of learning and who think of theory as a guide and a corrective to practice, and practice, in turn, as a way of examining theory.

UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA

STEPHEN C. O'CONNELL, PRESIDENT

To demonstrate that, through the use of an adaptation of National Training Laboratory procedures, the usual content goals of undergraduate curriculum courses could be achieved concurrently with the achievement of significant attitudinal and behavioral objectives, the University of Florida instituted an Experimental Program in Curriculum Development and Design. Combined into an integrated block taught by a single instructor, students experienced training in role playing, interviewing and observational techniques, collaborative planning shells, and systematic problem solving approaches. Various inductive approaches were utilized throughout the experiment, and the students were responsible for planning, conducting, and evaluating the class sessions. Emphasis was placed on observing and interpreting interpersonal interactions and relationships among the physical, affective, and cognitive environments. The effort demonstrates that significant improvements can be effected without radical overhaul in total format and without greatly increased financial costs.

THE UNIVERSITY OF GEORGIA
ATHENS, GEORGIA

FRED CORBET DAVISON, PRESIDENT

To improve the quality of undergraduate collegiate instruction, the University of Georgia is conducting an academic year institute in educational media for selected college faculty members. This purpose is being achieved through intensive training and exploration into appropriate use of media to increase teacher efficiency and effectiveness. It is anticipated that institute participants will be utilized as media consultants on their own campuses upon completion of the program. Incorporated in the institute are laboratory experiences in production, class discussion of related learning, theory, extensive use of consultants, individual projects, and group and individual field trips.

UNIVERSITY OF ILLINOIS
URBANA, ILLINOIS

DAVID D. HENRY, PRESIDENT

To enable preschool disadvantaged children to catch up with their peers so that they may progress academically in subsequent years commensurate with their potential abilities, the University of Illinois has established a New Role for Teachers: Involving the Entire Family in the Education of Preschool Disadvantaged Children. Major features of this innovative program are as follows: (a) Teachers are retrained to teach members of disadvantaged families the skills and knowledge necessary to instruct the preschool child both in the home and in the school setting. (b) This teacher training program was developed only after each component of the program had been empirically tested. (c) Research findings were incorporated into ongoing demonstration classes at the university to provide practice and observation for students and in-service workshops for local teachers, administrators, and junior college personnel.

UNIVERSITY OF NORTHERN IOWA
CEDAR FALLS, IOWA

J. WILLIAM MAUCKER, PRESIDENT

To bridge the gap between theory and practice and as a practical demonstration of its adaptability to school situations, the University of Northern Iowa has established an Interdisciplinary Team Teaching Project in Elementary Education as part of its professional program. Assigned ten hours of credit in the semester immediately preceding student teaching, this project incorporates the areas of science, social science, music, and educational media. The course employs an activity approach involving large-group experiences as well as flexible small-group and individual activities. A three-hour daily block allows for laboratory experiences in public school classrooms; excursions; microteaching; skill development in music, art, and the use of media; sensitivity training; preparation of evaluative devices; and involvement in research.

UNIVERSITY OF SAN FRANCISCO
SAN FRANCISCO, CALIFORNIA

CHARLES W. DULLEA, S.J., PRESIDENT

To establish a genuine partnership in teacher education between the university, the community, and its people, the University of San Francisco has instituted the Urban Teacher Education Center Project. The center, located in a public school and administered by a joint appointee of the school and the university, seeks to integrate theory and practice by developing new teachers who can join effectively in producing change relevant to modern society and who are capable of functioning in a modern urban school which is trying such innovative elements as modular scheduling, independent study, school-within-school, team teaching, and interdisciplinary teaching. Characteristics of the program are the unification of preservice and in-service education, the placement of a large group of interns in the center, and the highly individualized nature of the curriculum for each intern.

THE UNIVERSITY OF TENNESSEE
KNOXVILLE, TENNESSEE

A. D. HOLT, PRESIDENT

To reduce the number of education graduates who fail to enter the teaching profession and the number of students who leave college before graduation, the University of Tennessee has initiated a Teacher Pilot Program. The program makes certain assumptions about (a) characteristics and needs of college students and (b) preservice experiences. It utilizes newer technology and instructional alternatives including microteaching, systems of verbal and nonverbal behavior, and simulation. In addition, it is characterized by earlier direct experiences, utilization of behavioral outcomes as evaluative criteria, self-pacing instruction, and concern for self-awareness and understanding. Factors that are basic to the program are the desire to recognize students as mature and independent individuals capable of self-direction and self-analysis, and the effort to guide them toward professional competence and satisfaction with teaching as a career choice.

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON

CHARLES E. ODEGAARD, PRESIDENT

To develop a prototype which can be used as a model for modifying the present teacher education program, the University of Washington initiated a pilot program known as the Northshore Project. This was an effort to explore the desirability and feasibility of combining the talents and resources of the College of Education and the Northshore School District. Program planning and development included personnel from both the district and the university. The program involves university students in a continuous practicum while pursuing professional studies. Teaching tasks are formulated in the professional seminars taught by university instructors in the Northshore district and are then demonstrated, practiced, and achieved in the classroom. A continuous evaluation program is being conducted by members of the college faculty.

WEBER STATE COLLEGE
OGDEN, UTAH

WILLIAM P. MILLER, PRESIDENT

To improve the program of teacher preparation, Weber State College developed and implemented a Laboratory Experience based on the following basic principles: (a) Experiences must be planned to meet specific purposes. (b) Experiences must be carefully supervised, controlled, and evaluated. (c) A variety of kinds of experiences to meet individual needs and interests are necessary. (d) College credit may or may not be provided depending upon the situation. (e) All experiences must be correlated through a single scheduling and assigning office. (f) Students, supervisors, cooperating teachers, and others involved in laboratory experiences must understand the roles, responsibilities, and standards of performance required of them and must direct their efforts accordingly. (g) Extreme care must be taken in developing and conducting arrangements between the college and the schools. The result of this effort has been an increase in mutual and public understanding and general satisfaction in professional accomplishment by participants at all levels.

WEST CHESTER STATE COLLEGE
WEST CHESTER, PENNSYLVANIA

EARL F. SYKES, PRESIDENT

To provide quality preparation, West Chester State College has developed a professional course, Field Experience in Secondary Education. This course was developed cooperatively by students, faculty, and area public school administrators and calls for more direct involvement with the teaching-learning situation before the student teaching experience. Junior level students spend two hours per week on a regular basis serving as teacher assistants. This two-hour assignment in the secondary school is related to a seminar-type course which meets at the college throughout the semester. The objective is to relate theory to observation and practice and to build a background of experience which will facilitate the transaction to actual student teaching.

WESTFIELD STATE COLLEGE
WESTFIELD, MASSACHUSETTS

LEONARD J. SAVIGNANO, PRESIDENT

To prepare future teachers with the knowledge of what constitutes good literature for children and with the know-how of presenting this material in order to develop reading habits for our young citizens, Westfield State College is engaged in a Children's Literature Program. Senior college students who have completed their student teaching experiences are selected as the participating members of the program. Children from nearby and city schools are brought to campus one day a week to participate. Evaluations are in terms of the measured reading improvement of participating children as well as a check with the local librarians, and details of the type of circulation in the children's library. Parents and interested public have also been involved through a three-day "Book Fair" held on campus and directed by students.

WEST VIRGINIA INSTITUTE OF TECHNOLOGY
MONTGOMERY, WEST VIRGINIA

LEONARD C. NELSON, PRESIDENT

To assist teachers in instruction about Communism and to serve as a model program for other states in the nation, West Virginia Institute of Technology undertook a statewide curriculum development program known as Project TAC—Teaching About Communism. Financed by a private foundation and with the cooperative help of staff from Vanderbilt University, West Virginia educators designed a comprehensive program which includes a state curriculum materials center, the publication of a teaching resource book, and a five-week summer institute for teachers. The general evaluation indicates that Project TAC was the most comprehensive and educationally significant curriculum development project that has ever been undertaken in the state.

WISCONSIN STATE UNIVERSITY
LA CROSSE, WISCONSIN

SAM G. GATES, PRESIDENT

To assist colleges of education and public schools in upgrading their preservice and in-service programs by providing students and classroom teachers with a different type of team teaching experience, Wisconsin State University at La Crosse has introduced Micro Team Teaching. The objectives of the program are (a) to give student teachers increased responsibility for cooperatively planning, executing, and evaluating an instructional program; (b) to enable classroom teachers to learn about the dynamics of team teaching; and (c) to assist school systems in trying team teaching without reorganizing an entire school or section of a school. Two student teachers and one experienced teacher work with a small group of students, typically twenty-five to thirty-five, while operating as a team and accepting responsibility for cooperatively planning, executing, and evaluating a program.

WISCONSIN STATE UNIVERSITY
PLATTEVILLE, WISCONSIN

BJARNE R. ULLSVIK, PRESIDENT

To provide specially trained teachers for disadvantaged youth, Wisconsin State University at Platteville has instituted Project PITCH (Professional Internship for Teachers of the Culturally Handicapped). This program is designed to recruit and prepare professional teachers for culturally divergent pupils in inner cities and in Indian schools. Students accepted for the program take special courses in sociology and urban problems to provide a background of understanding of role and ethnic relations, and enroll in a course for the teaching of the disadvantaged. Internship is paid, full-time in the local school system, and is certified by the state. Students are limited to forty percent of a regular teaching level, live in the community in which they teach, and are regularly supervised.

WISCONSIN STATE UNIVERSITY
RIVER FALLS, WISCONSIN

GEORGE R. FIELD, PRESIDENT

To provide prospective student teachers with a more meaningful sequence of course experiences leading to successful student teaching, Wisconsin State University at River Falls has adopted the Exploration of the Teaching Profession. A freshman education course develops skills necessary for observation-participation courses in the junior year. Beginning with the customary developmental overview, analysis, and evaluation of American education, the freshman course moves to a laboratory phase, vicarious via videotape and live via campus and public school experiences, thus accomplishing orientation to the contemporary classroom situation. The stage is thereby set for immediate and profitable use of observation-participation time options of the junior year courses.

WISCONSIN STATE UNIVERSITY
STEVENS POINT, WISCONSIN

LEE S. DREYFUS, PRESIDENT
LEE S. DREYFUS, PRESIDENT

To increase the relevancy and effectiveness of the undergraduate professional education program in both the instructional and supervisory dimensions, Wisconsin State University at Stevens Point has established the Center for the Study of Teaching. Located in the City Hall, the center provides a centralized location for courses in Educational Psychology, Principles of Education, and Methods of Teaching Social Studies, which are taught on a concentrated basis two and one-half days a week. The balance of the student's time is given to observation and participatory activities in the cooperating schools.

WISCONSIN STATE UNIVERSITY
SUPERIOR, WISCONSIN

KARL W. MEYER, PRESIDENT

To provide, under a single curriculum structure, a broad selection of career opportunities in elementary education, Wisconsin State University at Superior has designated An Experience Based Elementary Education Preparation Curriculum. The chief components of the program are (a) extensive contact experiences with children, (b) a team approach to the teaching of professional skills, and (c) a flexible student teaching experience. The student has planned work with children at the level he is preparing to teach from his sophomore year through his senior year. The instructional team is interdisciplinary in character and is provided time for continuous planning and evaluation. The opportunity for the student to make a choice of specialization and certification is late in his preparation, allowing him to make choices based on actual experiences in dealing with children.

WISCONSIN STATE UNIVERSITY
WISCONSIN STATE UNIVERSITY
WHITEWATER, WISCONSIN

WILLIAM L. CARTER, PRESIDENT

To coordinate the efforts of the School of Education and the School of Arts and Sciences and to cooperate with the State Department of Public Instruction in promoting and improving the study of foreign languages, Wisconsin State University at Whitewater established a Foreign Language Education Center. Among the major objectives of the center are (a) to prepare future teachers for elementary and secondary language programs; (b) to prepare students in foreign languages for work in fields other than teaching, such as business, foreign service, and music; and (c) to provide consultant services to elementary and secondary schools who want to begin, expand, or improve their foreign language program. Now in its fifth year, the center has made it possible for administrators to staff their schools with qualified language teachers.

THE DISTINGUISHED ACHIEVEMENT AWARD

1970 SCHEDULE

1. SEPTEMBER 30, 1969
Submission of Intention to Enter

2. NOVEMBER 30, 1969
Deadline for Entries

3. FEBRUARY 26, 1970
Presentation of Awards
The Conrad Hilton, Chicago, Illinois

A Prospectus of the 1970 entry regulations will be distributed to the official representatives of members of the American Association of Colleges for Teacher Education in May 1969.